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ABSTRACT

This booklet outlines 30 competencies for individuals working with people who have autism or other pervasive developmental disabilities. For each competency, three levels are defined. At level one, trainees show mastery by identifying, discussing, or defining the concepts and skills; at level two, trainees discuss, participate, design, use, and evaluate the concepts and skills; and at level three, trainees are able to apply, teach, demonstrate, and provide training in the concepts and skills. Competencies are organized into seven areas: (1) general knowledge about developmental disabilities and autism; (2) inclusion, public policy, and the service system; (3) assessment and setting objectives; (4) programming; (5) positive behavior support; (6) medical and daily care; and (7) involvement with parents. (DB)

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COMPETENCIES FOR PEOPLE TEACHING INDIVIDUALS WITH AUTISM and OTHER PERVASIVE DEVELOPMENTAL DISORDERS

3rd Edition

by
Nancy Dalrymple

1993

Original written in collaboration with
Gladys Williams
1983

2nd Edition Spring, 1989

Indiana Resource Center for Autism
Indiana University
Institute for the Study of Developmental Disabilities
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INTRODUCTION

People with autism are successfully living and participating in community life. A wider range of professionals, parents, and community members across disciplines and backgrounds teach, train, and facilitate interaction with individuals with autism. The unique learning needs and group of characteristics people with autism display requires those who teach them to be knowledgeable and well trained. This booklet outlines desirable competencies on three levels. It is hoped that it will provide a base from which to build training activities, that lead to well-trained individuals who know how to teach, support, and advocate for people with autism across the age span.

SUGGESTIONS FOR USE

These competencies can be used throughout the service delivery system and for university students. The depth of discussion or description will need to be further defined, some competencies may need slight alterations, and methods of evaluation will have to be put in place. The competencies provide a guideline for training individuals to effectively teach and support people with autism.

COMPETENCY LEVELS

Level 1: Trainees master this competency level by identifying, discussing, or defining the concepts and skills.

Level 2: Trainees master this competency level by discussing, participating, designing, using, and evaluating, the concepts and skills.

Level 3: Trainees master this competency level by applying, teaching, demonstrating, and training the concepts and skills.

AREA I: GENERAL KNOWLEDGE ABOUT DEVELOPMENTAL DISABILITIES AND ABOUT AUTISM.

A. COMPETENCY: Demonstrates knowledge about general child development.

Level 1:

a) Can describe the major developmental domains and correctly order the sequences of major milestones in each area:

- Motor Skills: fine motor, gross motor
- Communication: receptive, expressive
- Socialization and Play
- Cognitive and Perceptual
- Adaptive Behavior (self care, community skills, etc.)
- Affective/Emotional

B. COMPETENCY: Comprehends causes, definitions, and functional implications of developmental disabilities.

Level 1:

a) Can discuss causes of developmental disabilities:
   1. Can identify the major causes of developmental disabilities and give examples.
   2. Can describe possible environmental causes of developmental disabilities.
   3. Can describe relationships of heredity to developmental disabilities.

b) Can discuss mental retardation:
   1. Can functionally define mental retardation.
   2. Can discuss the relationship of chronological age and age equivalency.

c) Can discuss epilepsy:
   1. Can define epilepsy.
   2. Can identify possible causes of epilepsy.

d) Can discuss cerebral palsy:
   1. Can define cerebral palsy.
   2. Can distinguish the major types of cerebral palsy in terms of characteristics.
   3. Can discuss possible problems a person with cerebral palsy may have in motor and communication skills.
   4. Can discuss the relationship between cerebral palsy and mental retardation.

e) Can discuss the functional definition for developmental disabilities.

C. COMPETENCY: Understands the characteristics of autism and criteria commonly used to diagnose it.

Level 1:

a) Can list the major characteristics of autism as defined by DSM-III-R and DSM-IV.
b) Can describe the relationship between autism and other developmental disabilities.
c) Can identify the areas in which individuals with autism have special difficulties.
d) Can indicate how the characteristics of autism may change as the person grows.

Level 2:

a) Can explain autism to others using points listed in Level 1.
b) Can briefly discuss how the communication disorder in autism affects skills and behavior.
c) Can briefly discuss how the social impairment in autism affects skills and behavior.

d) Can discuss the sensory problems in autism and how they affect skills and behavior.

Level 3:

a) Can teach others about the characteristics and diagnosis of autism.

D. COMPETENCY: Demonstrates knowledge and understanding of the current theories about the causes of autism and about the historical controversy about its causes.

Level 1:

a) Can discuss why the theory of parental cause has been rejected by current researchers and why theories of organic etiology are now held by most researchers.

Level 2:

a) Can review historical and present hypotheses about causes of autism.
b) Can discuss several current theories linking autism and neurological or biochemical conditions.
c) Can review current hypotheses linking nutritional factors with some behaviors common among individuals with autism.

Level 3:

a) Can review current research on causes of autism.
b) Can train others regarding causes of autism.

E. COMPETENCY: Demonstrates knowledge of the work of significant contributors to the field of autism.

Level 1:

a) Can list 3 individuals whose writings have had an important influence in the field of autism, and briefly describe their work.
b) Has read one of the current general books on autism.

Level 2:

a) Is familiar with 4-5 current books and 2-3 current journals that are good resources on autism.
b) Can identify the following individuals and briefly describe their major contributions to the field of autism, including the present status of their work:

- Kanner
- Rutter
- Donnellan
- Lovaas
- Lord
- Bristol
- Prizant
- Bettleheim
- Ritvo
- Tsai
- Mesibov
- Scholpler
- Koegel
- Wing
- Carr
- Williams
- Grandin
- Rimland
- Frith
- Coleman
- Hart
- Strain
- Gillberg
- Courchesne
- Smith M.

Level 3:

a) Can teach others about the work of significant researchers in autism.

F. COMPETENCY: Demonstrates an understanding of the prognosis for individuals with autism.

Level 1:

a) Can identify factors which are predictors of the functioning and quality of life of a child with autism as an adult.
b) Can identify areas in which an individual with autism will usually need life-long support.

Level 2:

a) Can discuss the factors which predict the functioning and quality of life of a child with autism as an adult.

Level 3:

a) Can teach others about factors which predict the prognosis for individuals with autism.

AREA II: INCLUSION, PUBLIC POLICY, AND THE SERVICE SYSTEM

A. COMPETENCY: Understands the major legislation about education and rights of individuals with disabilities.

Level 1:

a) Can define the purpose and philosophy of Federal laws such as IDEA, ADA, 504 and Indiana Article 7.
b) Can define the following terms and discuss their practical role and importance:

- individual education plan
- supported work
- least restrictive environment
- supported living
- due process
- medicaid waiver
- individual plan
- case management
- annual case conference
- VR services
- free appropriate public education
- related services
- inclusive education

c) Can discuss the role and rights of parents in determining their child's educational program.

Level 2:

a) Can discuss how people with autism are referred for and receive services.
b) Can demonstrate knowledge of the roles and responsibilities of case conference participants.
c) Can discuss current and pending Indiana legislation that relates directly to autism.

Level 3: Can teach others about the laws and their relationship to services.

B. COMPETENCY: Understands structure and function of state and local agencies and groups that serve or advocate for individuals with handicaps.

Level 1:

a) Can identify state agencies that have responsibilities for people with disabilities across the age span, and describe their main responsibilities.
b) Can identify major advocacy groups and resources in the USA and Indiana.
c) Can locate local branches of state agencies and advocacy groups that have responsibility for services for people with disabilities.
d) Can identify state agencies that have been given specific responsibilities relating to autism, and describe assigned responsibilities.

Level 2:

a) Can identify and use local resources in developing programs for students.

b) Can identify local services/resources that can provide advocacy or other services for students with autism.

Level 3:

a) Can appropriately refer people to relevant state and local agencies, and act as advocate for individuals and parents in receiving services from these agencies.
b) Can consult with local agencies regarding their provision of services to individuals with autism.
c) Can involve appropriate agencies from the individual's local community to facilitate follow-up and consultation.

C. COMPETENCY: Demonstrates understanding of the concepts of integration, LRE, REI, inclusion, and supported services.

Level 1:

a) Can describe these principles.
b) Can use the principles in evaluating individual educational/program plans.

Level 2:

a) Can discuss issues involved in including individuals with autism.

Level 3:

a) Can teach others about inclusion principles and how to apply them in working with individuals with autism.

AREA III: ASSESSMENT, SETTING OBJECTIVES

A. COMPETENCY: Demonstrates an understanding of the value of interdisciplinary diagnosis and situational assessments in educational/vocational/community planning.

Level 1:

a) Can indicate why a correct diagnosis of autism can be helpful in designing an appropriate program.

Level 2:

a) Can participate as a representative of own discipline in a collaborative, interdisciplinary planning session for one person with autism, developing assessment questions that are of importance in programming (e.g., communication characteristics, behavior, social skills, strengths, and motivators).

b) Given a brief case history of a person with autism, can list one or two general assessment questions each of the following disciplines should address, and can discuss how planning should use information from all disciplines.

- educational
- psychology
- speech/language
- APE/OT/PT
- vocational
- social work
- nursing
- home life
- therapeutic recreation
- other

Level 3:

a) Can develop interdisciplinary questions for the assessment of individuals with autism and indicate how answers to those questions will affect programming.

b) Can teach others to do this.

B. COMPETENCY: Demonstrates effective use of assessment procedures with individuals with autism.

Level 1:

a) Can list formal and informal methods commonly used in assessment.
b) Can indicate difficulties that are commonly encountered when assessing a person with autism with standardized tests and procedures.
c) Can discuss the difference between verbal and nonverbal IQ commonly seen in individuals with autism and can identify two intelligence tests that are particularly appropriate for this population.

Level 2:

a) Can design functional assessment procedures for one person with autism.
b) Can carry out an effective functional assessment of one individual with autism around one activity or environment, use valid procedures, and justify results.
c) Can identify community and family opportunities, then match identified activities with person's interests, strengths, and needs.

Level 3:

a) Is competent in the administration of major assessment instruments/procedures, is familiar with a range of less common instruments, and informal procedures.
b) Can evaluate strengths and weaknesses of assessment tools and techniques useful in assessing people with autism.
c) Can carry out a valid assessment of an individual with autism. Can interpret and justify results and needs.
d) Can train others to assess individuals with autism.

C. COMPETENCY: **Demonstrates use of assessment information to understand how to use current skills to design longitudinal goals and functional objectives.**

Level 1:

a) Can use results from assessments of individuals with autism to characterize their current status in relevant skills across environments.
b) Based on current skills, can suggest appropriate longterm goals and specific activities for two people with autism.

Level 2:

a) Can represent own discipline in interdisciplinary planning meeting for one student with autism by describing current skills and strengths.
b) Using assessment information from all disciplines and the goals and concerns of the individual's parents, can suggest appropriate longitudinal goals and activity-based objectives for this student.
c) Can write objectives that are specific, measurable, and functional.

Level 3:

a) Can participate fully in planning an IEP/IHP or IPP; can take into account the reports from all disciplines plus individual's and parents' goals and needs in setting objectives and priorities; can take a leading role in developing objectives.
b) Can train others to use assessment results to determine current functional skills, to participate in interdisciplinary planning of objectives and longitudinal goals, and to write measurable, functional, individual plans.

AREA IV: PROGRAMMING

A. COMPETENCY: Designs and structures teaching environments, strategies, and supports that best accommodate the needs of students with autism in natural settings.

Level 1:

a) Can justify and implement guidelines for planning teaching environments, strategies, and appropriate supports for one person with autism.
b) Using assessment results, IEP, IHP or IPP and observation, can identify environmental supports and materials needed for one person with autism to be successful.

Level 2:

a) Using assessment results, IEP, IHP and IPP, observation and discussions with staff, can plan a week of activities for two people with autism to provide necessary routine, appropriate supports, environmental modifications, and reinforcers.
b) Can implement the plan making necessary changes to ensure success for individuals with autism.

Level 3:

a) Can design environments, strategies, and appropriate supports to meet the needs of several people with autism simultaneously.
b) Can explain design of environments, strategies, and supports for people with autism in writing and verbally, so that others can carry through with the program.
c) Can teach others to design environments, strategies, and supports to best accommodate the needs of individuals with autism.

B. COMPETENCY: Uses IEP, IHP, or IPP to plan individualized activities for individuals with autism.

Level 1:

a) Can follow a well-designed lesson or activity plan for one person with autism.
b) Can interpret data to assess progress toward objectives and to evaluate the effectiveness of specific teaching programs for one person with autism.
c) Can evaluate activities and materials for functionality for the particular person.

Level 2:

a) Can evaluate the appropriateness of an activity for a particular individual with autism and adapt it as needed.
b) Can design a week of activity/lesson plans for two people with autism using a variety of appropriate and integrated activities and materials.
c) Using data from preceding month, can make adjustments in next month's plan and strategies for a person with autism.

Level 3:

a) Using IEP, IHP, and IPP assessment results, can design week-by-week individualized lesson/activity plans for individuals with autism.
b) Can adapt and/or design activities, environments and supports to meet the needs of people with autism.
c) Can train others to plan and implement successful activities for individuals with autism.

C. COMPETENCY: Designs and maintains a data keeping system relevant to IEP, IHP, and IPP objectives.

Level 1:

a) Can understand data keeping systems in use and record data accurately.

Level 2:

a) Can design a practical method for keeping data for IEP, IHP, or IPP objectives for one individual with autism.
b) Can compile, analyze and interpret program data for one person with autism.

Level 3:

a) Can compile, analyze, and interpret data for a number of individuals with autism.
b) Can teach others to design data systems, keep, compile and analyze data.

D. COMPETENCY: In planning and implementing functional educational activities for people with autism, effectively uses positive teaching procedures i.e.:

- positive reinforcement
- prompting: verbal, physical, environmental
- fading of prompts/cues
- shaping and the reinforcement of successive approximations
- task analysis
- evaluation of functional activities
- guaranteed success
- chaining
- contingency planning
- desensitization
- evaluating functionality
- use of supports
- incidental teaching
- relaxation

- rehearsal and imagery
- generalization
- others

Level 1:

a) Can implement positive procedures in carrying out staff-designed educational programs with two individuals with autism.
b) Can observe a teaching session and identify reinforcement and prompting procedures used.
c) Can do task analyses of two activities.

Level 2:

a) For a specific person with autism, can do a task analysis of one activity and design a teaching program using relevant teaching strategies.
b) For one teaching program, can identify reinforcement and prompting procedures and discuss how each can be faded out or reduced over time.
c) Can identify and implement occasions for incidental teaching/practicing of two skills in the natural environment.
d) Can consistently and appropriately use reinforcement with one or more students with autism in all situations.

Level 3:

a) Can incorporate behavioral teaching techniques in design and implementation of incidental instruction in natural setting with people with autism.

E. COMPETENCY: In planning educational activities for individuals with autism, applies an understanding of their individual learning needs: generalization difficulties, over-selectivity, processing style, expressive and receptive communication difficulties, sensory and perceptual problems, and social interaction deficits.

Level 1:

a) Can identify and discuss specific learning needs of one person with autism.
b) Can review a set of lesson/activity plans for one person with autism and identify how specific needs are being met.

Level 2:

a) Can apply knowledge of individual needs in designing several lessons/activities for two students with autism.
b) Can apply knowledge of individual needs in designing a long-term plan for teaching two individuals to reach independence in one skill each.

Level 3:

a) Can apply knowledge of individual needs in designing lesson plans and long-term programs for several individuals with autism.
b) Can teach others to apply knowledge of individual needs in teaching people with autism.

F. COMPETENCY: Uses personal teaching style effectively when working with people with autism: verbal voice, tone and level, and non-verbal communication including: body language, eye contact, calmness, positive attitude, pacing, and responsiveness.

Level 1:

a) Can identify and discuss the effects of personal teaching style after observing a teaching session with one or more individuals with autism.
b) Can maintain effective use of personal teaching style while working with one or more people with autism throughout a day.

Level 2:

a) Can critique with others a videotape of own teaching session with one or more people with autism, to identify personal teaching style and assess when it is used well and where improvement is needed.

Level 3:

a) Can maintain effective use of personal teaching style while working with people with autism.
b) Can train others to use personal teaching style effectively while working with people with autism.

G. COMPETENCY: Uses and teaches communication strategies effectively that enhance inclusion and competence for people with autism.

Level 1:

a) Can identify the receptive communication needs of one person with autism and effectively communicate with the person.
b) Can informally assess and identify the ability of a person with autism to understand non-verbal communication.
c) Can effectively interact with individuals who use augmentative communication systems.

Level 2:

a) Can interact with people with autism using communication at the appropriate level and pace.
b) Can design functional programs that encourage and expand communication for two individuals with autism.
c) Can use incidental teaching situations to encourage and expand functional communication of two people with autism.
d) Can facilitate communication for people with autism.

Level 3:

a) Can train others to plan and use communication strategies effectively with individuals with autism and to teach communication skills in the context of activities.

II. COMPETENCY: Uses and teaches social interaction effectively with individuals with autism to enhance inclusion and self esteem.

Level 1:

a) Can identify the social interaction difficulties of one person with autism across settings and people (i.e. home, work, school, peers, community) through observations and interviews.

b) Can successfully interact with an individual with autism across settings, supporting the person as needed and facilitating interaction with others.

Level 2:

a) Can plan and implement methods for teaching and enhancing social interaction skills across settings of two people with autism.
b) Can successfully interact with at least two individuals with autism across settings encouraging competence and inclusion.

Level 3:

a) Can effectively demonstrate ways to enhance social interaction strategies that enhance inclusion across people and settings for individuals with autism.
b) Can train others to plan and implement social interaction strategies that enhance the inclusion of people with autism.

I. **COMPETENCY: Demonstrates support and respect for individuals with autism.**

Level 1 & 2:

a) Demonstrate respect for all individuals you teach.
b) Demonstrate commitment to inclusion of all people.
c) Demonstrate respect for autonomy of all individuals you teach.

Level 3:

a) Are a model for showing respect for all individuals.
b) Are a model of commitment to inclusion for all.
c) Are a model demonstrating respect for autonomy of all individuals.

AREA V: POSITIVE BEHAVIOR SUPPORT

A. COMPETENCY: In analyzing behavior challenges and developing and implementing positive programs:

- describes behavior in observable and measurable terms
- keeps baseline data
- identifies antecedents
- develops hypotheses regarding the purposes of behavior
- identifies contributing causes and implements environmental adjustments
- identifies and uses appropriate reinforcement strategies
- plans and implements positive program strategies that address the purposes of the behavior.
- continues data keeping, uses data to evaluate program

Level 1:

a) Can define the terms antecedent, behavior, and consequence and describe their relationship.
b) Can provide behavioral descriptions of four challenging behaviors common to people with autism.
c) Can identify possible setting events and ecological factors surrounding specific behaviors.
d) Can list possible purposes of behaviors.
e) Can suggest positive program activities for each of the following behaviors with accompanying purposes:

Behavior	Purpose
• grabbing/stealing food	wanting more food
• aggression - hitting/kicking	wanting to escape, wanting more space
• running	needing to move, inability to handle open space

f) After watching a videotape which includes several challenging incidents, can define behaviors, identify major antecedents, possible purposes of the behavior for the individual, and define environmental and program contributors.
g) Can suggest non-aversive reactive plans to put in place while teaching new, replacement skills.

Level 2:

a) Can design and implement a method for keeping baseline data for one challenging behavior, can discuss alternative methods and justify choice.
b) For one challenging behavior, using observation and baseline data, can suggest possible purposes of the behavior.
c) For this same behavior, can design new skills and behaviors that could be taught to replace the challenging behavior.
d) Can design and use a method for keeping data throughout a program.

Level 3:

a) Can design and implement positive program plans for people with autism that address purposes of challenging behaviors.
b) Can train others to use functional analysis of behavior effectively.

B. COMPETENCY: Identifies and discusses the significance of skill deficits or perceptual characteristics that contribute to behaviors in individuals with autism; uses this information in developing positive behavior plans.

Level 1:

a) Given a behavioral observation, can discuss why or how skill deficits/perceptual characteristics contribute to challenging behaviors of two people with autism.

Level 2:

a) Can briefly identify two or three possible reasons for various challenging behaviors related to skill deficits/perceptual characteristics common to individuals with autism such as:

- self stimulation
- attachment to objects
- self injurious behavior
- echolalia
- leaving a task after extremely short amount of time
- insisting on completing a complex routine
- pacing
- being upset by change of plans
- avoidance of looking at the task
- screaming
- frustration when something breaks
- tearing or throwing objects
- hitting, pinching, or kicking

b) Given a person with autism who exhibits one of the behaviors listed above, can indicate skill(s) to be taught to help reduce the person's need for this behavior.

c) Can do this hypothetically for each behavior listed above.

Level 3:

a) Can train others to understand the significance of skill deficits and their contribution to many challenging behaviors exhibited by individuals with autism, and to use this understanding in planning and implementing proactive programming and instruction.

AREA VI: MEDICAL AND DAILY CARE

A. COMPETENCY: Knows the medical issues and possible problems, including seizures, for individuals with autism.

Level 1:

a) Can identify medical issues that affect persons with autism including seizures, high pain tolerance, and difficulties with communication and initiation about illness and pain.
b) Can explain the need for desensitization for medical procedures.
c) Knows basic first aid procedures, including those for seizures and pica.

Level 2:

a) Can recognize types of seizures that an individual with autism may have and can implement first aid procedures to deal with them. Keeps data on seizures including duration, type, antecedents, first aid.
b) Can recognize and adjust programming goals for an individual with high pain tolerance or pica.
c) Can help plan and carry out desensitization programs for a medical procedure for two people with autism.

Level 3:

a) Can analyze data on seizures and adjust program as necessary. Can communicate with MD about seizure frequency/severity effect on programming.
b) Can train others on data keeping, writing and implementing desensitization plans, and programming adjustments for high pain tolerance or pica.

B. COMPETENCY: Demonstrates an understanding of the types of medication most commonly used by individuals with autism.

Level 1:

a) Understands the reasons for medications taken by individuals with autism.

Level 2:

a) Can list the major categories of medications used with individuals with autism and the main purposes for which they are prescribed.
b) Can describe and recognize symptoms of toxicity or overdose.

Level 3:

a) Can identify the following medications and others currently used by individuals in the program (category of drug, common purposes, major side effects):

- dilantin
- prozac
- lithium
- fenfluramine
- ritalin
- others
- haldol
- mellaril
- anafranil
- tofranil
- tegretal
- atarax
- phenobarbital
- ativan
- naltrexone
- cogentin

b) Can recognize indications for possible medication use in individuals with autism and explain rationale to parents and doctor.
c) Can design and implement data system to evaluate effect of medications.

C. COMPETENCY: Understands and utilizes factors necessary for a safe environment, personal hygiene, and good nutrition for individuals with autism.

Level 1:

a) Can discuss the importance and issues of personal hygiene for people with autism.
b) Can discuss relevant bathroom and blood hygiene, mealtime procedures, and sexuality procedures for a person with autism.
c) Can identify safety hazards in environment and remove or reduce them such as: fire hazards, electrical hazards, poisonous materials, tools, knives and traffic.
d) Can review and implement evacuation procedures for people with autism.
e) Can discuss diet/nutrition guidelines for one person with autism.

Level 2:

a) Can set up and implement appropriate safety and hygiene rules and routines for two people with autism; can plan and justify longterm plan to help individuals become independent in these skills.
b) Can suggest diet/nutrition guidelines for two students with autism.
c) Can help design a plan for teaching appropriate sexual and bathroom procedures for two individuals with autism.

Level 3:

a) Can establish diet/nutrition guidelines for several people with autism.
b) Can teach others to be aware of safety hazards and hygiene needs for people with autism and to appropriately program for these.

c) Can teach others about sexual and bathroom problems/procedures for people with autism.

AREA VII: INVOLVEMENT WITH PARENTS

A. COMPETENCY: Establishes dialogue with parents as partners in the educational process.

Level 1:

a) Can discuss parents' rights in determining their child's program.
b) Can indicate how parents should and can be involved in assessment, goal setting, program design, and program implementation.
c) Can evaluate one report about a person with autism to assure that the language can be understood by parents.
d) Can list parent's concerns and goals for their child after viewing a videotape of a parent interview or a collaborative planning meeting.

Level 2:

a) Can write a progress report that is clear to parents.
b) Can meet with two sets of parents to review their child's progress/difficulties; can present material clearly and can elicit feedback and suggestions from them.
c) Can explain activities and programming and respond to parents' questions while they are observing this child.
d) Can evaluate and incorporate methods one set of parents uses with their child in working on a skill or an activity; can justify the choice.
e) Can incorporate parents' goals and priorities in setting objectives for two children.
f) Can encourage and accept parents' critical feedback.
g) Can participate in a collaborative planning meeting.

Level 3: Can lead a collaborative planning meeting to:

a) interview parents to gain information needed for assessment and planning.
b) sensitively elicit parents' concerns about goals for and understanding of their child.
c) involve parents as equal partners in the IEP/IPP/IHP process.
d) involve parents as partners in developing programs for school, home, and community.
e) justify and explain to parents deviations from their methods and priorities.
f) train others to establish a dialogue with parents.

B. COMPETENCY: Teaches parents of children with autism skills for interacting effectively and instructing their children.

Level 1:

a) Can indicate an understanding of the multiple roles parents fill.

Level 2:

a) Using information from staff and from parents, can suggest priority skills or activities for two families to work on at home.
b) For one targeted skill objective for each of two students, can assess the practicality of implementation at home and suggest needed adaptations.
c) Can teach parents the skills needed to implement formal and/or incidental teaching sessions at home.
d) Can teach parents the skills needed to implement positive behavioral programs at home.
e) Can involve parent in understanding procedures for teaching tasks and activities and in modifying these programs to be appropriate for home.

f) Is sensitive to the values, lifestyle, expectations, and stresses of individual families when setting up programs for parents to implement.

Level 3:

a) Can train others to be trainers of parents of children with autism.

C. COMPETENCY: Respects parents, and individuals' rights to confidentiality.

Level 1:

a) Can describe and follow procedures for confidential treatment of records.
b) Can indicate and follow procedures for confidential treatment of discussions involving individuals with autism and families.
c) Can prevent personal biases and preferences from entering into relationships with families or individuals.

AREA VIII: INVOLVEMENT WITH STAFF

A. COMPETENCY: Appropriately relates progress and problems to other members of staff, and accepts information from them.

Level 1:

a) Can verbally report information relating to individuals with autism, families, and other staff members in a professional manner.
b) Can complete and turn in all required forms accurately and promptly.
c) Can encourage and accept critical feedback from other staff.

d) After program meetings, can promptly implement all procedures and decisions reached.

Level 2:

a) When attending staffing meetings, IEP and IHP conference case reviews, and other relevant program meetings, can contribute ideas and opinions and can listen to and accepts the contributions of others.
b) After program meetings, can accurately explain procedures and decisions reached to all relevant staff.

Level 3:

a) Can supervise and train others to appropriately relate progress and problems to staff members.

B. COMPETENCY: Demonstrates support and concern for other staff in a professional manner.

Level 1:

a) Can demonstrate awareness and appreciation of all staff members' work.
b) Can offer assistance to and support for other staff.

Level 2:

a) Can deal with confusion or disagreement directly and openly and in a reasonable amount of time.
b) Can indicate respect for co-workers and encourage team approach by seeking opinions and feedback regarding own work directly from other staff members, endorsing this feedback in a positive way.

Level 3:

a) Can supervise others in ways that help them demonstrate support and concern for co-workers.

C. **COMPETENCY: Demonstrates qualities of being a responsible and dependable staff member.**

Level 1:

a) Demonstrates knowledge of all agency procedures.
b) Is prompt getting to work and getting work in.

Level 2:

a) Takes responsibility for knowing and carrying out all agency policies and procedures.
b) Can work independently when required.

Level 3:

a) Can supervise and guide others in developing these skills.